



HRMS SEL Level I Summary

AVID

- Binder Organization
- Supplies
- Weekly Binder Checks
- Cornell notes/Interactive notebooks

Habits

- Monthly Habits
- Primetime Lessons
- Banners in hallways
- Daily focus

Expectations

- SOAR Posters Building
- SOAR Posters Department/Classroom
- Teaching Expectations
- Grade level assemblies

Recognition

- Post Cards
- Caught You
- Assembly: Habits, Growth recognition, attendance
- Visibility
- Customer Service/Responsiveness
- TV in commons

Support

- Primetime
- We Care
- Clubs: Homework, ProStage, Glee, Games etc.
- Sports
- SOC Weekly attendance meetings
- Buddy Classrooms/Processing/My Side of the Story

Panorama Survey

HRMS 19-20 School Improvement Planning Template

School Improvement Goal: Our goal for 2019-20 school year is to increase HRMS' students' sense of belonging and, by that, continue to grow our positive school culture. At the baseline on Panorama for Sense of Belonging we were at 45% and saw 25% of students feeling like they are connected to the adults at school.

Rationale: We believe, and research supports, that a healthy school climate with belonging leads to better academic and social progress. We believe there is room for growth in this area based on the Panorama survey. Another benefit is that the positive connected activities also lead to more positive and connected employees.

Action Plan: See attached list <https://docs.google.com/document/d/1zDFKVG2WX4SbgZVoyaZrOXcDzPNZBwBQbBQbmET3Gr8/edit> of Tier I social, emotional learning summary list. Additionally, beyond these practices, we have regular reinforcement and re-instruction.

Monitoring Growth/Expected Results: In this first year of collecting Panorama Data, our ideal is to have 100% of our students feeling that they belong when at Harbor Ridge. We expect at least 25% growth in the overall area of Sense of Belonging.

Peninsula School District School Improvement Worksheet

HRMS SMART Goal Worksheet				
School: HRMS	Team: Math	Leader: Burki/Hockmuth/Wickens		
<ul style="list-style-type: none"> District Goal: The primary focus of our work is for all students to meet or exceed rigorous standards. All students are challenged to perform at their highest level and will show continuous improvement. Strategies: Deliver an articulated K-12 core curriculum that is aligned with standards and taught with fidelity; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; align resources for classroom support, professional development and evidence –based teaching strategies. Measures: Improvement in individual scores in math and science as indicated by district (i-Ready diagnostics) and state assessments; Increased numbers of students showing achievement growth; Increased enrollment and success in advanced courses and exams. Increased numbers of students prepared for success in the workplace and post-secondary education. 				
<p>SMART Goal:</p> <ul style="list-style-type: none"> There will be a 10% growth of students meeting standard across all grade levels on the Math portion of the 2020 Smarter Balanced Assessment. For example, there will be a 10% growth for students from level 1-2 and from level 2-3. <p>Rationale:</p> <ul style="list-style-type: none"> We want all students to use a logical reasoning process to solve equations and expressions and perform at or above grade level. 				
Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<p>Tier 1</p> <p>Post targets for each unit; use daily formative assessment</p> <p>Quiz/Assess each target</p> <p>-IAB</p> <p>Retest to mastery (2 times total)</p> <p>Distributed HW practice</p>	<p>Math Teachers</p>	<p>All Year Long</p> <p>By March 31st</p>	<p>Formative/summative:</p> <ul style="list-style-type: none"> -Target quizzes -Exit tasks/Cool downs -Grades based on standards -“Math Masters” recognized each trimester for meeting all standards -i-Ready benchmark diagnostics administered 3 times yearly 	<ul style="list-style-type: none"> - Ongoing TDG observations/mini-studios -online opportunities with OpenUp resources for collaborating -Utilize building sub for support and release time for peer coaching.

Peninsula School District School Improvement Worksheet

<p>Focus on SEL (Understanding the importance of forming positive relationships)</p> <p>-WECARE</p>	All Staff	All Year Long		
<p>Tier 2</p> <p>Math leveled Primetime</p>	Selected Math Teachers	All Year Long	<p>-Pre-teach and re-teach current concepts along with any additional support</p> <p>-Monitor monthly grades and attendance to identify struggling students</p>	<p>-Prime Time teacher will collaborate with core content teacher if necessary</p> <p>-i-Ready</p>
<p>Tier 3</p> <p>Special Ed Math</p> <p>Co-teaching model (One per grade level)</p>	<p>Kennedy-Wheeler</p> <p>Burki, Sambrano, Grunberg, Perryman and Davis</p>	<p>All Year Long</p> <p>All Year Long</p>	<p>-Students who are identified from their IEP/504 will have personalized instruction.</p> <p>-Progress monitoring</p> <p>-Additional immediate support for instruction on identified concepts.</p>	<p>-Para-support</p> <p>-Home access of i-Ready lessons</p>
<p>Other</p> <p>Individual White Boards</p> <p>Self Assessments</p> <p>TDG Strategies</p> <p>Observations</p> <p>Student Self-Reflections</p> <p>Warm-ups/Entry Tasks</p> <p>Exit tasks</p> <p>School-Wide Support Strategies</p>	All Math Teachers	All Year Long	<p>-Target based quizzes</p> <p>-Mid-Chapter quizzes</p> <p>-Mid-Unit check-ups</p> <p>-Standards-Based Unit Assessments</p> <p>-Measurement and scale factor</p>	Assessments made by grade level teams during collaboration

Peninsula School District School Improvement Worksheet

Reading comprehension in word problems	All		-Gather relevant evidence to support science claims using reasoning	
Perseverance in problem solving	All	All Year Long	Using contextual clues, break problems down	
Teamwork and group work	All		-Justify answers -Generalize -Create collaborative groups using structured discourse	

Peninsula School District School Improvement Worksheet

HRMS SMART Goal Worksheet

School: Harbor Ridge Middle School	Team: ELA/All Staff	Leader: Serka/Whyte/Lee
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- **District Goal:** The primary focus of our work is for all students to meet or exceed rigorous standards. All students are challenged to perform at their highest level and will show continuous improvement.
- **Strategies:** Deliver an articulated K-12 core curriculum that is aligned with standards and taught with fidelity; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; align resources for classroom support, professional development and evidence –based teaching strategies.
- **Measures:** Improvement in individual scores in reading, writing, math, and science as indicated by district and state assessments; Increased numbers of students moving up in level of achievement; Increased enrollment and success in AP and advanced courses and exams; Increased numbers of students prepared for success in the workplace, post-secondary education, and civic responsibilities; Increased number of ninth graders on track to graduate.

SMART Goal:

- There will be a 10% growth of students meeting standard across all grade levels on the ELA portion of the 2020 Smarter Balanced Assessment. In addition, there will be a 10% growth for students from level 2-3 and from level 3-4.

Rationale:

- All students will show growth and/or meet standard and be proficient readers and writers in each testing strand. To accomplish these goals there is a school-wide commitment to support strategies for growth.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<p>Tier 1</p> <p>*Entire staff will use two to three note taking formats as agreed upon (i.e. T-notes, Cornell/AVID strategies, etc.)</p> <p>*Entire staff will use a common graphic organizer to teach basic paragraph format (i.e. Step Up to Writing)</p> <p>*Entire staff will use three to five agreed-upon comprehension strategies (research best practices: i.e. citing contextual clues,</p>	<p>All teaching staff</p>	<p>These strategies will be introduced and implemented throughout the year across all curriculum.</p>	<p>Noted improvement in classroom performance, progress monitoring and benchmarks (i.e. Aims-Web, Embedded Assessments, i-Ready, SBA, Grade Level Common Assessments)</p>	<p>*Train entire staff in two to three note taking strategies (Cornell, T-Notes, Webbing)</p> <p>*Train entire staff to teach paragraph writing (topic sentence, supportive details, conclusion)</p> <p>*Train entire staff to teach and use three to five comprehension strategies (i.e. citing contextual clues, interpreting figurative language, vocabulary study)</p>

Peninsula School District School Improvement Worksheet

<p>interpreting figurative language, vocabulary study, etc.) *IAB in ELA Classes</p>				
<p>Tier 2 * Prime Time classes * Study Skills class * Pre Take and Re-takes * Varied levels of LA courses * Tutoring/Homework Club * WeCare * CoTeach classes * AVID *Lunch Bunch *Accelerated Language Arts Class (identified students) *Accommodations for 504/IEP Students</p>	Same as above	Same as above	Same as above	Same as above
<p>Tier 3 * Sped Resource classes * Clustering * Pre-printed notes *Individual Accommodations for 504/IEP Students</p>	Same as above	Same as above	Same as above	Same as above
<p>Other *Teacher Websites *Remind.com *Schoolology *ChromeBooks for all *PowerSchool *Email Connections *Utilize Classroom Sub for Observation and Collaboration</p>				<p>*Schoolology Courses for Staff *PSD Learns</p>